



Peer Observation Protocols Jigsaw

Developed by Ross Peterson-Veatch, Bloomington, Indiana, 2005.

Set up (The following is for a group of 64. Adjust number of tables & table group size as needed)

- Name Tents (numbered one through eight)
- Chart Paper and easel
- Eight Tables with eight chairs each (or more — depending on how many you have)
- Four Peer Observation Protocols (or three if you have less than 48 people):
 1. Focus Point
 2. Interesting Moments
 3. Video Camera
 4. Observer as Learner
- Video of lesson
- Chart the Jigsaw on the chart paper and make a note there of which protocols will be assigned to which table numbers.

* The things that have made this set-up work well are: a) the beginning two steps outlined below (that happen before you start what's on the chart) — they seem tedious, but really cut down on the complications of moving from one place to another, b) more than one “expert group” per protocol so that jigsaw groups have at least two people to explain each protocol, c) making sure participants have time to talk in the jigsaw groups about the conditions under which each protocol might work in their own environment.

The chart might say:

1. “Expert Group”: read Protocol — take note of: pre-conference, observation, debrief.
 - Tables 1 & 2: Focus Point
 - Tables 3 & 4: Interesting Moments
 - Tables 5 & 6: Video Camera
 - Tables 7 & 8: Observer as Learner
2. Watch Video through the lens of your protocol
3. “Expert Group”: What did you notice? Then — 2 decisions: how will you explain the protocol to the Jigsaw Group?, and what example will you choose to share from your observation?
4. “Jigsaw Group”: Each pair explain their protocol and share their examples, then discuss when to use the various protocols (what conditions, relationships should be in place)?
5. Role Play Focus Point, or get presenting teacher to debrief with facilitator.
6. Debrief Jigsaw

Step 1 (3–5 minutes)

Set up the tables and chairs and place a numbered name tent on each table. When participants come into the room, ask them to sit at the tables — eight to a table — “please don’t move the chairs from table to table...” Ask participants to introduce themselves and then to take note of the number of their table.

Step 2 (1 minute)

Ask participants to number off from one to eight, then stand up, and find the table with their number on it so that the “ones” from every table go to table number one, the twos to table two, etc.

Step 3 (15 minutes)

Introduce the Jigsaw — go over the chart you have made and the steps. Pass out protocols or direct the tables to their resource packets to find the protocol they are assigned. Ask them to read the protocol and begin to discuss its pre-conference, its observation (what to look for as they watch), and its debrief.

“Focus Point” will take more time than the others (there’s four or five pages, not just one or two), and those tables will need the teacher’s focusing question. If other tables finish and Focus Point needs more time, ask the other tables to talk about when to use their protocol.

Step 4 (7–10 minutes)

“Expert Group” tables watch the video using their protocol as a lens.

Step 5 (10–15 minutes)

Expert Group tables share some of what they saw using their protocol, but the focus should quickly shift to the decision about how to explain their protocol to the Jigsaw Group and what example to share to illustrate the kind of information their protocol will gather.

Step 6 (1 minute)

All participants return to their original tables and into the Jigsaw Groups.

Step 7 (10–15 minutes)

Each “Expert Team” of two shares the protocol — pre-conference, observation, debrief — and an example of the “data” their protocol gathers. Then the members of the Jigsaw Group discuss when to use each one in their own contexts.

Step 8 (10 minutes max)

Either role play the Focus Point, or do an actual debrief between the facilitator and the presenting teacher if possible. You could also ask participants to choose the Focus Point and one of the other three and role play the debrief.

Step 9 (5 minutes)

Debrief the Jigsaw — What worked, what didn’t? Where might you use a Jigsaw in your own teaching?

Some other questions:

- How did it feel to be expected to explain something you just used yourself?
- How might this experience prepare you to explain other protocols to colleagues who have not experienced them?